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EDUCATION DEPARTMENT
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WITHDRAWN

COLLEGIATE INSTITUTES

—AND—

HIGH SCHOOLS.

Intermediate and Second Class Teachers' Examination Papers.

DECEMBER, 1878.

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1878.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 1.)

ENGLISH LITERATURE.

TIME—TWO HOURS AND A QUARTER.

Examiner—J. M. BUCHAN, M.A.

NOTE.—*The minimum required for pass is 20 per cent. of the marks on each paper, and 40 per cent. of the marks in each group.*

Values.	
8	1. Write a brief synopsis of the contents of the first book of Paradise Lost.
12, *i.e.* 3×4	2. Quote the passage referring to Leviathan, the description of Satan's spear, that of Mammon, and ten consecutive lines from any of the speeches of Satan.
	3. And now his heart Distends with pride, and, hardening, in his strength Glories; for never, since created man, Met such embodied force, as named with these Could merit more than that small infantry Warred on by cranes; though all the giant brood Of Phlegra with th' heroic race were joined That fought at Thebes and Ilium, on each side Mixed with auxiliar gods; and what resounds In fable or romance of Uther's son, Begirt with British and Armoric knights; And all who since, baptized or infidel, Jousted in Aspramont, or Montalban, Damasco, or Marocco, or Trebisond; Or whom Biserta sent from Afric shore, When Charlemain with all his peerage fell By Fontarabia. Thus far these beyond Compare of mortal prowess, yet observed Their dread commander: he, above the rest In shape and gesture proudly eminent, Stood like a tower; his form had yet not lost All her original brightness, nor appeared

[OVER.

Values.

Less than archangel ruined and th' excess
Of glory obscured: as when the sun new-risen
Looks through the horizontal misty air, 595
Shorn of his beams, or from behind the moon,
In dim eclipse, disastrous twilight sheds
On half the nations, and with fear of change
Perplexes monarchs.

—*Book I., Ll.* 571-599.

16, *i.e.* 2×8 (i.) Explain the meaning of 'created man,' l. 573; 'named with these', l. 574; 'Armoric,' l. 581; 'infidel', l. 582; 'jousted', l. 583; 'compare of mortal prowess', l. 588; 'observed', l. 588; 'disastrous', l. 597.

8, *i.e.* 2×4 (ii.) Explain the allusions in

"That small infantry
Warred on by cranes."

"The giant brood
Of Phlegra."

"Th' heroic race * *
That fought at Thebes and Ilium."

"When Charlemain with all his peerage fell
By Fontarabia."

2 (iii.) Write a short note on 'Uther's son.'

3, *i.e.* 1+2 (iv. Explain the grammatical construction of 'mixed', l. 579; and of

"Thus far these beyond
Compare of mortal prowess, yet observed
Their dread commander."

2 (v.) How do you account for Milton using 'her' in l. 592?

2 (vi.) Scan l. 592.

6 (vii.) Mention the characteristic features of Milton's poetry which are illustrated by this quotation.

5 4. Give the substance of Milton's defense of himself for using blank verse in this poem.

10 5. Describe Milton's Satan, introducing quotations where you can, and pointing out the differences between it and other conceptions of the Arch-enemy's character.

105197

Values.	
6	6. Tell what you know about the three poets who are usually classed with Milton as the greatest epic poets of the world.
10	7. Point out everything you know in the poem which would assist a person ignorant of its authorship and date in arriving at an approximately correct conclusion as to the time of its composition.
10	8. Give an account of the part taken by Milton in public affairs.

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1878.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 2.)

ENGLISH GRAMMAR.

TIME—THREE HOURS.

Examiner—J. C. GLASHAN.

N.B.—*In order to pass, candidates must make at least thirty-six marks on this paper, and at least one hundred and twenty on the group—Grammar, Dictation, and Composition.*

Values.	
	1. Fallen cherub, to be weak is miserable Doing or suffering; but of this be sure, To do aught good never will be our task, But ever to do ill our sole delight, As being the contrary to his high will Whom we resist. If then his providence Out of our evil seek to bring forth good, Our labour must be to pervert that end, And out of good still to find means of evil Which oft-times may succeed so as perhaps Shall grieve him, if I fail not, and disturb His inmost counsels from their destined aim. —*Paradise Lost, Bk. I., vv.* 157-168.
16	(i.) Fully analyse the above passage.
36, *i.e.* 3×12	(ii.) Parse 'cherub', 'doing', 'aught', 'good' (in third line), 'ill', 'as', 'being', 'then', 'seek', 'to find', 'which', 'shall grieve'.
12	(iii.) Explain the derivation of 'sure', 'aught', 'delight', 'counsels'.
6	(iv.) What is the force of the s in 'oft-times' and in 'perhaps'?
8	(v.) Scan the first and the fifth line of the extract.

[OVER.

Values.	
4	2. What means are there in English for expressing relation between nouns?
4	Give rules for the use of the apostrophe and *s*.
12, *i.e.* 2×6	Parse the italicized words in "It is from *Chaucer's Wife of Bath's Tale.*" "The brightest jewel in the *Queen* of *England*'s crown."
8	3. Distinguish between weak and strong verbs, and between regular and irregular verbs.
10	State, with examples, the rules for the sequence of tenses in English.
6	4. Distinguish the preposition from the conjunction.
6	Give an example of a conjunction compounded of a preposition and a noun.
9	5. Distinguish between derivation and composition in English. Give examples.
15, *i.e.* 5×3	6. Distinguish between The founder and president of the society; and The founder and the president of the society. He applied a rigorous scientific method; and He applied a rigorously scientific method. I alone can do it; and I can do it alone.
20, *i.e.* 4×5	7. Correct or justify the following sentences, giving your reasons in full in each case:— "The Senate had decreed a separate triumph to both of them." "The third and the fifth boys in the class are brothers." "Divide these twelve apples between the four boys." "Sixteen have been sentenced to suffer death, but two only were left for execution." "Hanging and beheading is the punishment of treason."
8, *i.e.* 4+4	8. Name the languages from which the chief components of English are derived. Why is it that although the English language has derived many words from the Latin, it is not a Romance language?

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1878.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 3).

GEOGRAPHY.

TIME—TWO HOURS.

Examiner—JAMES HUGHES.

NOTE.—*The minimum required for pass is* 20 *per cent. of the marks on each paper, and* 40 *per cent. of the marks in each group.*

Values.	
4	1. Define Longitude, The Tropics, Oblate Spheroid, and Table Land.
5	2. Name the Zones, and state their widths in degrees.
5	3. Why is British Columbia so much warmer than the eastern coast of North America in the same latitude?
25	4. Sketch an outline map of Great Britain, and mark on it the position of eight of the chief towns, six rivers, three capes, and the groups of islands around it.
10	5. Name ten American "commercial centres" and their chief exports.
15	6. Name the chief rivers of Europe and the great cities on their banks.
21	7. Name the counties of Ontario west of York, and give their County Towns.
15	8. Where and what are Taranto, Cutch, Cyclades, Corea, Modena, Garda, Medina, Nice, Funen, Aspinwall, Gallinas, Aden, Tasmania, Tananarivo, and Queensland.

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1878.

SECOND CLASS TEACHERS AND INTERMEDIATE.

This Paper is not to be seen by the Candidates.

(No. 4.)

DICTATION.

Time—One Half-Hour.

Examiner.—G. W. Ross.

Battles, sieges, triumphs, the exploits of the chase were portrayed on the walls, sculptured in alabaster, and painted in gorgeous colors. Under each picture were engraved, in colors, filled up with bright copper, inscriptions describing the scenes represented. Above the sculptures were painted other events—the king, attended by his eunuchs and warriors, receiving his prisoners, entering into alliances with other monarchs, or performing some sacred duty. These representations were enclosed in colored borders of elaborate and elegant designs. The emblematic tree, winged bulls and monstrous animals, were conspicuous among the ornaments. At the upper end of the hall was the colossal figure of the king, in adoration before ihe supreme deity, or receiving from his eunuch the holy cup. He was attended by warriors bearing his arms, and by the priests or presiding divinities. His robes, and those of his followers, were adorned with groups of figures, animals, and flowers, all painted with brilliant colors. The stranger trod upon alabaster slabs, each bearing an inscription recording the titles, genealogy, and achievements of the great king. Several doorways, formed by gigantic winged lions or bulls, or by the figures of guardian deities, led into other apartments, which again opened into more distant halls. The ceilings above him were divided into square compartments, painted with flowers or with the figures of animals.

Total value 45 *; 35 of which will be given for spelling, and* 10 *for correctly placing stops and capital letters. Four marks to be deducted for each mistake in spelling.*

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1877.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 5.)

ARITHMETIC.

TIME—THREE HOURS.

Examiner—J. A. McLELLAN, LL.D.

NOTE—*Ten marks allowed for each question.*

1. Show that $\frac{4}{5}$ of $1 = \frac{1}{5}$ of 4.

Simplify

$$\left\{ \tfrac{1}{4}\left(\frac{4\frac{7}{9} \text{ of } 6\frac{2}{3}}{7\frac{26}{27}}\right) \div \frac{3\frac{3}{5}+2\frac{1}{6}}{3\frac{2}{5}-3\frac{1}{6}} \right\} \text{of £182 7}s.\ 5d.$$

2. Prove the principle on which the rule for finding the G.C.M. of two quantities depends.

Find the G.C.M. of 169037 and 66429, and the L.C.M. of 44, 48, 52, 96.

3. Define Ratio. Show how to find a fourth proportional to three given numbers.

A grocer has 224 lbs. of a mixture of chicory and coffee, the chicory being to the coffee as 1:6; what amount of chicory must be added to make the ratio 1:5?

4. A cistern (no lid) whose floor and walls are an inch and a-half thick, is 5 ft. 3 in. long, 3 ft. 7 in. wide, and 2 ft. $5\frac{1}{2}$ in. high, in *external dimensions;* find the cost of painting the internal surface at 90 cents per square yard.

5. Perform the following operations:—·053407×·047126 to six places of decimals; and 2.569141797÷7.5284 to five places of decimals. (Ten marks to be allowed if done by the *contracted* method; 5 marks for correct answer obtained in any other way.)

6. A note for $730, drawn at 90 days and bearing interest at 8% per annum, is discounted by a broker 45 days before maturity; what must the broker pay for the note in order to realize 10% for his money? (No days grace).

[OVER.

7. A discount (true discount) of \$4 was allowed on a bill of \$52 that had 8 months to run, and at the same rate a discount of \$5 was allowed on a bill of \$75; how long had the latter bill to run?

8. A grocer mixed coffee at 28 cents a pound with some of a better kind at 42 cents a pound, and by selling the mixture at 35 cents a pound he gained 15% on the former and 20% on the latter; in what proportion did he mix them?

9. A vat 4 ft. long, 3 ft. wide, and 9 inches deep contains pulp for making paper; a percentage of the pulp is lost in drying, and a sheet of paper 2700 yards long, 2 ft. 6 in. wide and .004 of an inch thick, is obtained; what percent of the pulp was lost in drying?

10. Find the area of a trapezoid whose parallel sides are 27.5 and 38.5 chains respectively, and whose other sides are 12.5 and 15.5 chains respectively.

Education Department, Ontario,

DECEMBER EXAMINATIONS, 1878.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 6.)

HISTORY.

TIME—ONE HOUR AND A HALF.

Examiner—S. ARTHUR MARLING, M.A.

NOTE.—*The minimum required for pass is 20 per cent. of the marks on each paper, and 40 per cent. of the marks in each group.*

1. State the principal grievances that led to the revolt of the peasantry in the reign of Richard II.

2. Between what parties was the Treaty of Troyes concluded? How far were its terms fulfilled?

3. State what you know about the introduction of Printing into England.

4. Write brief explanatory notes on the Convention Parliament, The Toleration Act, The Peninsular War.

5. Give the date of the Treaty of Utrecht, and state what events led to it.

6. Where are the following places, and with what important historical transactions are they connected:—Lewes, Naseby, Plassey, Yorktown, Amiens?

7. When did the Chartist agitation take place, and what objects had the agitators in view?

8. Give an account of the causes of Lord Durham's mission to Canada in 1838. What were its results?

9. Tell briefly what you know about the battle of Cannæ.

10. Contrast the character and political aims of Marius with those of Sulla.

Values—Ten each.

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1878.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 7.)

ALGEBRA.

TIME—TWO HOURS AND A HALF.

Examiner—J. A. McLELLAN, LL.D.

NOTE.—*Candidates, in order to pass, must make at least 20 marks on this paper, and at least 120 marks on the group —Arithmetic, Algebra and Euclid.*

Values.	
7	1. Multiply $4x^2 - \frac{2}{5}x + \frac{1}{25}$ by $2x + \frac{1}{5}$. Prove that $(\frac{1}{2}x - y)^3 - (x - \frac{1}{2}y)^3$ is exactly divisible by $x+y$.
7	2. Express in words the meaning of the formula $(x+a)(x+b)=x^2+(a+b)x+ab$. Retaining the order of the terms, how will the right-hand member of this expression be affected by changing, in the left-hand member (1) the sign of b only, (2) the sign of a only, (3) the signs of both a and b?
10	3. Simplify $(a+b)^4+(a-b)^4-2(a^2-b^2)^2$; and show that $(a+b+c)(b+c-a)(a+c-b)(a+b-c)=4a^2b^2$ when $a^2+b^2=c^2$.
10	4. Prove that $\frac{a}{b} \div \frac{c}{d} = \frac{ad}{bc}$. Simplify $\left(\frac{a^2+b^2}{2ab}+1\right)\left(\frac{ab^2}{a^3+b^3}\right) \div \frac{4a(a+b)}{a^2-ab+b^2}$.

[OVER.

Values.

10 5. I went from Toronto to Niagara, 35 miles, in the steamer "City of Toronto" and returned in the "Rothesay," making the round trip in 5 hours and 15 minutes; on another occasion I went in the "Rothesay" (whose speed on this occasion was 1 mile an hour less than usual), from Toronto to Lewiston, 42 miles, and returned in the "City of Toronto," making the round trip in 6 hours and 30 minutes; find the usual rates per hour which these steamers make.

10 6. Define a surd. What are similar surds?

Simplify

$\sqrt{12}+\sqrt{48}-2\sqrt{3}$; $\sqrt{56}+\sqrt[3]{189}$;

$(\sqrt{a}-\sqrt{b})(a+\sqrt{ab}+b)$; $(x^2+xy+y^2)\div(x+x^{\frac{1}{2}}y^{\frac{1}{2}}+y)$.

10 7. Solve

(1) $\dfrac{3}{x}-\dfrac{2}{y}=\dfrac{1}{a}$

$\dfrac{2}{x}-\dfrac{1}{y}=\dfrac{2}{a}$.

(2) $x^2+5x=5\sqrt{x^2+5x+28}-4$.

8 8. Find three consecutive numbers whose product is 48 times the middle number.

14 9. If a and b are the roots of $ax^2+bx+c=0$

then $a(x-a)(x-b)=0$.

Show that if $ax^2+bx+c=0$ has equal roots, one of them is given by the equation

$(2a^2-2ab)x+ab-b^2=0$.

14 10. If $\dfrac{m}{x}=\dfrac{n}{y}$ and $\dfrac{x^2}{a^2}+\dfrac{y^2}{b^2}=1$, prove that

$\dfrac{m^2}{a^2}+\dfrac{n^2}{b^2}=\dfrac{m^2+n^2}{x^2+y^2}$

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1878.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 8.)

NATURAL PHILOSOPHY.

TIME—TWO HOURS AND A HALF.

Examiner—J. C. GLASHAN.

N.B.—*Candidates, in order to pass, must make at least 22 marks on this paper, and at least* 120 *marks on the group—Natural Philosophy, Chemistry and Book-keeping.*

Values.	
5	1. Enunciate the parallelogram of forces.
5	Deduce from it the triangle of forces.
10	A weight of 100 lbs. rests on a smooth plane inclined at 30° to the horizontal, and is prevented from slipping by a cord rising at 30° to the plane (60° to the horizontal). Find the tension on the cord and the pressure on the plane.
8	2. Show how to find the resultant in magnitude and position of two unequal parallel forces acting in opposite directions.
10	A uniform rigid plank, 15 ft. long, weighing 150 lbs., rests in a horizontal position on two benches, the one bench being two feet from one end of the plank, the other bench being three feet from the other end. Find the pressure on the benches.
3	3. If forces be represented by lines how must moments
5	be represented? Why?
10	If 200 lbs. at one end of a plank balance it across a bench, 120 lbs. at the same end, when the bench is removed 2 feet, and 60 lbs. when it is removed 4 feet farther from that end; find the weight of the plank.
5	4. Enunciate the principle of virtual velocities.
	A horse walks 150 feet, and by means of a rope and pulleys raises a weight of 1250 lbs. to a height of 18 feet. Were there neither friction of pulleys nor rigidity of cords, how many pounds would the horse have to pull?

[OVER.

Values.	
5	5. Enunciate the laws of fluid pressure.
10, 10	A cubical vessel, whose edge inside is three inches long, is placed on a horizontal table. Into its upper face is let, perpendicularly, a straight tube, which rises to a height of 27 inches above the face, the internal cross-section of the tube being one square inch. Vessel and tube are filled with water. Find the pressure on the bottom of the vessel, also the pressure on the table due to the water. (A cubic foot of water weighs 1000 ounces.)
6, 8	6. Describe the barometer. Explain the principle of its action.
10	What height of atmosphere, weighing 1.2916 oz. to the cubic foot, would balance a 30-inch column in a mercury barometer, the specific gravity of mercury being 13.596, (water=1).

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1878.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 9.)

LATIN.

TIME—THREE HOURS.

Examiner—S. ARTHUR MARLING, M.A.

NOTE.—*The Candidate may take either* A *or* B. *The minimum for pass is* 40 *per cent.*

Values.

A.—VIRGIL, *Æneid*, B. II.

Translate into English:

48

Fando aliquod, si forte tuas pervenit ad aures
Belidæ nomen Palamedis, et inclyta famâ
Gloria, quem falsâ sub proditione Pelasgi
Insontem, infando indicio, quia bella vetabat,
Demisere neci, nunc cassum lumine lugent:
Illi me comitem, et consanguinitate propinquum,
Pauper in arma pater primis huc misit ab annis.
Dum stabat regno incolumis, regumque vigebat
Consiliis, et nos aliquod nomenque decusque
Gessimus. Invidiâ postquam pellacis Ulixi
(Haud ignota loquor) superis concessit ab oris,
Afflictus vitam in tenebris luctuque trahebam,
Et casum insontis mecum indignabar amici.
Nec tacui demens, et me, fors si qua *tulisset*,
Si patrias unquam *remeâssem* victor ad Argos,
Promisi ultorem, et verbis odia aspera movi.
Hinc mihi prima mali labes; hinc semper Ulixes
Criminibus terrere novis; hinc spargere voces
In vulgum ambiguas; et quærere conscius arma.
Nec *requievit* enim, donec Calchante ministro—
Sed quid ego hæc autem nequicquam ingrata revolvo?
Quidve moror? Si omnes uno ordine habetis Achivos,
Idque audire sat est, jamdudum sumite pœnas;
Hoc Ithacus velit, et magno *mercentur* Atridæ.

vv. 81-104.

15

1. Parse the italicized words, giving the principal parts.

[OVER.

Values	
12	2. Explain the case of *ultorem* (v. 96), the mood of *spargere* (v. 98), the form *qua* (v. 94), the case of *necis* (v. 85), the figure at *ministro*.
4	3. 'Idque audire sat est.' What does *id* mean here?
9	4. Scan vv. 102 to 104.
8	5. State the exact position of Argos and Ithaca.
4	6. Belidæ—What peculiarity?

B.—Virgil, *Eclogues*.

Translate into English:

I.

20 Mel.—Et quæ tanta fuit Romam tibi caussa videndi?
Tit.—Libertas; quæ, sera, tamen respexit inertem,
Candidior postquam tondenti barba cadebat;
Respexit tamen, et longo post tempore venit,
Postquam nos Amaryllis habet, Galatea reliquit.
Namque, fatebor enim, dum me Galatea tenebat,
Nec spes libertatis erat, nec cura peculi.
Quamvis multa meis *exiret* victima septis,
Pinguis et ingratæ premeretur caseus urbi,
Non unquam gravis ære domum mihi dextra redibat.
I, 27-36

II.

28 *Pergite*, Pierides. Chromis et Mnasylus in antro
Silenum pueri somno videre jacentem,
Inflatum hesterno venas, ut semper, Iaccho.
Serta procul, tantum capiti delapsa, jacebant;
Et gravis *attrita* pendebat cantharus ansa.
Aggressi, nam sæpe senex spe carminis ambo
Luserat, injiciunt ipsis ex vincula sertis.
Addit se sociam, timidisque supervenit Ægle;
Ægle, Naïadum pulcherrima; jamque videnti
Sanguineis frontem moris et tempora *pingit*.
Ille dolum ridens, "Quo vincula *nectitis?*" inquit.
"Solvite me, pueri; satis est potuisse videri.
Carmina, quæ vultis, cognoscite; carmina vobis,
Huic aliud mercedis erit." Simul incipit ipse.
VI, 13-26.

Values.	
15	1. Parse the italicized words, giving the principal parts.
12	2. Explain the case of *tondenti*, *domum* in (I); *venas*, *mercedis* in (II).
4	3. *Ingrátæ*—What is the meaning?
9	4. Scan the first three lines of extract (II).
8	5. Give a summary of the contents of the first Eclogue.
4	6. *Pierides.* What is the derivation?

C.—Cæsar, *Bellum Britannicum.*

Translate into English:

30 Cassivelaunus, ut supra demonstravimus, omni deposita spe contentionis, dimissis amplioribus copiis, millibus circiter quatuor essedariorum relictis, itinera nostra servabat, paululumque ex via excedebat, locisque impeditis ac silvestribus sese occultabat, atque iis regionibus, quibus nos iter facturos cognoverat, pecora atque homines ex agris in silvas compellebat: et, quum equitatus noster, liberiùs prædandi vastandique causa, se in agros effunderet, omnibus viis notis semitisque essedarios ex silvis emittebat, et magno cum periculo nostrorum equitum cum iis confligebat, atque hoc metu latiùs vagari prohibebat. Relinquebatur, ut neque longiùs ab agmine legionum discedi Cæsar pateretur, et tantum in agris vastandis incendiisque faciendis hostibus noceretur, quantum labore atque itinere legionarii milites efficere poterant.

12	1. Conjugate *cognoverat*, *compellebat*, *effunderet*, *pateretur*.
10	2. Point out peculiarities of inflexion in any of the nouns in the passage.
11	3. How was the Roman legion subdivided?
12	4. In your reading of Cæsar what have struck you as being his merits as an historian and as a general? Refer to passages in illustration of your answer.

[OVER.

Values.

D.—Grammar and Composition.

12 1. Give the rules for forming the comparative and superlative of Latin adjectives, with examples.

16 2. Decline together, in the singular and plural, *senex quidam, perbreve opus.*

16 3. Give the principal tenses of *colligo, luceo, tollo* and *torreo.*

8 4. Give the third person plural present indicative of morior, nolo, prodeo, refero.

16 5. Give the rules for the case of nouns denoting *(a)* time and *(b)* space, with examples.

12 6. What classes of verbs govern the dative case?

10 7. Give the rules for the quantity of final *a.*

35 8. Translate into Latin—(N.B.—The Latin words are given below in proper order).

Accordingly, he selects artisans from the legions, and orders others to be summoned from the mainland: he writes to Labienus to build as many ships as he could with those legions which are with him. He himself, although it was an affair of much toil and labour, yet decides that the best (plan) was for all the ships to be hauled up, and joined with the camp in one fortification.

Itaque ex legio faber deligo, et ex continens alius arcesso jubeo: Labienus scribo ut quam plurimus possum is legio qui sum apud is navis instituo. Ipse, etsi res erat multus opera ac labor, tamen commodus sum statuo omnis navis subduco et cum castrum unus munitio conjungo.

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1878.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 10.)

FRENCH.

TIME—THREE HOURS.

Examiner—S. ARTHUR MARLING, M.A.

NOTE.—*The Candidate may take either* A *or* B. *The minimum for pass is* 40 *per cent.*

Values.

A.—SOUVESTRE: *Un philosophe sous les toits.*

Translate:

45 Que de peines ponr amener à bien cette moisson! Combien de fois je le verrai braver pour elle, comme aujourd'hui, le froid ou le chaud, la bise ou le soleil! Mais aussi, aux jours les plus ardents de l'été, quand une poussière enflammée tourbillonnera dans nos rues, quand l'œil, ébloui par l'éclat du plâtre, ne saura où se reposer, et que les tuiles échauffées nous brûleront de leurs rayonnements, le vieux soldat, assis sous sa tonnelle, n'apercevra autour de lui que verdure ou que fleurs, et respirera la brise rafraîchie par un ombrage parfumé. Ses soins assidus seront enfin récompensés.

Pour jouir de la fleur, il faut semer la graine et cultiver le bourgeon.

8 1. Describe the *moisson* here spoken of.

8 2. What does the author say about the favourite objects of 'les vieux soldats'?

8 3. 'ne saura'—What peculiarity about this form? What other French verbs share it?

12 4. Give the principal parts of *verrai, assis, jouir.*

12 5. Change the construction of the last paragraph.

[OVER.

Values.

B.—De Bonnechose: *Lazare Hoche.*

Translate:

45 Dans le mémoire qu'il rédigeait, et où il rendait compte de ses opérations militaires sur le Rhin, Hoche descend au fond de sa conscience; il s'examine, il recherche en quoi il a pu être coupable, et les motifs de son arrestation: "Sauf le bon plaisir du Comité, écrivait-il, ma mémoire ne peut m'en fournir d'autres que mon refus de conférer avec les représentants quand j'ai cru qu'il était urgent d'agir. Est-ce là de l'insubordination? Quoi qu'il puisse m'en coûter, je resterai convaincu du mot d'Eugène: que tout général qui tient conseil de guerre n'a point envie d'entreprendre. En présence de l'occasion qu'il fallait saisir, je n'ai jamais craint d'engager ma responsabilité. J'ai toujours pensé que la plus terrible, c'est d'avoir à rendre compte un jour à l'Être suprême du sang humain qu'on aurait répandu sans nécessité et, je dois le dire, celle-là, mais celle-là seule, m'a toujours fait trembler."

18 1. 'Opérations militaires sur le Rhin.'—Give a brief account of them.

8 2. What were the 'motifs' here spoken of?

12 3. Tell what you know of the 'Comité,' 'Eugène,' 'les représentants.'

12 4. Give the principal parts of *écrivait, craint, dois, convaincu.*

6 5. '*Quoi qu'*. What difference between this and *quoique*?

C.—De Fivas: *Introduction.*

Translate:

40 Cependant, tandis qu'il formait ainsi son esprit par l'étude, il faut l'avouer, le troupeau n'en allait pas mieux. Les ermites, qui se moquaient des sciences, se plaignirent très-haut; l'un d'eux le menaça même de brûler tous ses livres, et joignit un geste offensant à cette menace. Valentin était né sensible, ardent; la nécessité avait plié son âme à la servitude, mais non aux insultes; il saisit une pelle à feu, met le frère à la porte de sa propre demeure, en fait autant aux autres, qui accourent au bruit, et s'enferme seul à double tour. L'ermitage est dans le plus

Values.

grand tumulte. Le supérieur arrive, et demande ce que signifie tout ce qu'il voit. Valentin, placé tranquillement à la fenêtre, explique avec sincérité les torts du frère et les siens propres, et n'ouvre la porte qu'après avoir fait accepter une capitulation.

9 1. Parse *saisit*, *placé*, *offensant*.

8 2. Explain the meaning and derivation of *ermitage*, *capitulation*.

D.—Grammar and Composition.

6 1. In what different ways do you translate *some* or *any* into French? Give examples.

12 2. What is the difference between *crû* and *cru*, *personne* masc. and *personne* fem., *qui* and *que*, *que* and *quoi*?

10 3. Write the rules for the plural of French nouns in *-ou* and *-ail*, with the exceptions.

12 4. Translate into French—Francis the first, the twenty-first of May, the emperor Charles V., the year one thousand eight hundred and seventy-eight.

24 5. Write the second person plural preterite indicative of *manger*, *acquérir*, *venir*; the third person singular future of *mouvoir*, *mourir*, *pouvoir*; the present and past participles of *moudre*, *lire*, *pleuvoir*, *rire*; and the imperative of *s'en aller* and *suivre*.

6. Correct these sentences, with reasons:

4 *(a)* L'enfant doit obéir et respecter ses parents.

4 *(b)* Plus que deux cent prisonniers furent tués.

3 *(c)* Il est redouté par tout le monde.

7. Translate into French:

11 *(a)* That they might have fed the poor and cured the sick.

9 *(b)* The house in which I live is my father's.

9 *(c)* Alexander conquered a great part of Asia.

[OVER.

Values.	
9	*(d)* She is dying; do not speak to her
25	*(e)* "John and Mary had been living in this island twelve years, when, one day, as they were seated on the seashore, they saw several black men coming in a boat. At first Mary was afraid, and wanted to run away; but John held her back (retenir) and said to her: Stay, sister; do you not know that God is here, and that He will hinder these men from hurting us?"
12	*(f)* "'You are dazzled!' he exclaimed joyfully, 'you were not expecting such a treasure! What do you say to (de) my bargain?' "'Pardon,' I replied, gravely; 'but I think you might have made it better.'"

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1878.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 11.)

GERMAN.

TIME—THREE HOURS.

Examiner—J. M. BUCHAN, M.A.

Values.	
45	1. Translate into English :

Ich träum' als Kind mich zurücke
Und ſchüttle mein greiſes Haupt:
Wie ſucht ihr mich heim, ihr Bilder,
Die lang' ich vergeſſen geglaubt?

Hoch ragt aus ſchatt'gen Gehegen
Ein ſchimmerndes Schloß hervor,
Ich kenne die Thürme, die Zinnen,
Die ſteinerne Brücke, das Thor.

Es ſchauen vom Wappenſchilde
Die Löwen ſo traulich mich an,
Ich grüße die alten Bekannten
Und eile den Burghof hinan.

Dort liegt die Sphinx am Brunnen
Dort grünt der Feigenbaum,
Dort hinter dieſen Fenſtern
Verträumt' ich den erſten Traum.

Ich tret' in die Burgkapelle
Und ſuche des Ahnherrn Grab;
Dort iſt's, dort hängt vom Pfeiler
Das alte Gewaffen herab.

ADALBERT VON CHAMISSO.

5	2. Tell what you know about Chamiſſo and the Schloß.
24	3. Decline, in both numbers,

Mein greiſes Haupt
Die ſteinerne Brücke
Der Feigenbaum.

[OVER.

Values.

27, *i.e.* 3×9

4. Distinguish der Thor from das Thor.
der Schild " das Schild.
Ihr " ihr.
traulich " treulich.
Burg " Berg.
her " hin.
kenne " könne.
legt " liegt.
träumen " verträumen.

5

5. In the fourth line supply the understood word in the proper place.

30

6. Give the third singular present and past indicative active, and the past participle of kennen, liegen, verträumen, treten, hangen.

5

7. Explain the construction of es schauen in line 9.

75

8. Translate into English:

Hans war seelenfroh, als er auf dem Pferde saß und so frank und frei dahin ritt. Ueber ein Weilchen fiel's ihm ein, es sollte noch schneller gehen, und er fing an, mit der Zunge zu schnalzen und hopp, hopp! zu rufen. Das Pferd setzte sich in starken Trab, und ehe sich Hans versah, war er abgeworfen und lag in einem Graben, der die Aecker von der Landstraße trennte. Das Pferd wäre auch durchgegangen, wenn es nicht ein Bauer aufgehalten hätte, der des Weges kam und eine Kuh vor sich hertrieb. Hans suchte seine Glieder zusammen und machte sich wieder auf die Beine. Er war aber verdrießlich und sprach zu dem Bauer: „Es ist ein schlechter Spaß, das Reiten, zumal wenn man auf so eine Mähre geräth wie diese, die stößt und einen herabwirft, daß man den Hals brechen kann; ich setze mich nun und nimmermehr wieder auf. Da lob' ich mir eure Kuh, da kann Einer mit Gemächlichkeit hinter her gehen, und hat obendrein seine Milch Butter und Käse jeden Tag gewiß. Was gäb' ich d'rum, wenn ich so eine Kuh hätte!"—„Nun," sprach der Bauer, „geschieht euch so ein großer Gefallen, so will ich euch wohl die Kuh für das Pferd vertauschen."—Hans willigte mit tausend Freuden ein; der Bauer schwang sich aufs Pferd und ritt eilig davon.

GEBRUEDER GRIMM.

27, *i.e.* 3×9

9. Translate into German:

A.

I have lost my book.
You are not so poor as my cousin.
He is the poorest man in the town.
Give me, if you please, some bread and cheese.
Will you have a cup of coffee or a glass of water?

Values.

We do not live to eat, but we eat to live.
How do you do, John?
I am glad to see you again.
I have a pen which is very good.

B.

The German words for this exercise are given below in the order in which they are to stand.

Truth often seems like falsehood. This was the experience of a stranger who several years ago arrived on the coasts of the Baltic with a ship from the West Indies. At that time the Czar of Russia, Alexander I, was on a visit to Frederic William III, the King of Prussia. Both monarchs were standing by each other on the shore, in ordinary clothes, without attendants, hand in hand, like two very good friends. Such a sight cannot be seen every day.

36, *i.e.* $\frac{1}{2} \times 72$

Oft ſehen der Wahrheit wie ein Lüge aus. Der erfahren ein Fremd, der vor einiger Jahr mit ein Schiff aus Weſtindien an der Küſte der Oſtſee ankommen. Damals ſeyn der ruſſiſch Kaiſer, Alexander der erſt bei der König von Preußen, Friedrich Wilhelm der dritte auf Beſuch. Beide Monarch ſtehen in gewöhnlich Kleidung, Hand in Hand, als zwei recht gut Freund, bei einander an der Ufer. So etwas ſehen man nicht all Tag.

C.

21

The mushroom said to the grass: "I shoot up in a moment; whilst thou must grow all summer long in order to become what I am in a moment."

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1878.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 12.)

EUCLID.

TIME—TWO HOURS AND A HALF.

Examiner—J. J. TILLEY.

NOTE.—*The minimum required to pass is 20 per cent. of the marks on each paper, and 40 per cent. of the marks in each group.*

Values.	
6	1. Distinguish between *problem* and *theorem*, *axiom* and *postulate*, *direct* and *indirect* demonstration, *converse* and *contrary* propositions.
6	2. *(a)* What is the magnitude of each interior angle of a regular hexagon? *(b)* If one side of a regular heptagon be produced, what is the magnitude of the exterior angle?
12	3. If from the ends of the side of a triangle there be drawn two straight lines to a point within the triangle; these shall be less than the other two sides of the triangle, but shall contain a greater angle.
12	4. The opposite sides and angles of a parallelogram are equal to one another, and the diameter bisects it.
12	5. If a parallelogram and a triangle be upon the same base and between the same parallels, the parallelogram shall be double of the triangle.
12	6. To a given straight line to apply a parallelogram which shall be equal to a given triangle and have one of its angles equal to a given rectilineal angle.

[OVER.

Values.	
12	7. If a straight line be divided into two equal and also into two unequal parts, the squares on the two unequal parts are together double of the square on half the line and of the square on the line between the points of section.
8	8. Construct an isosceles triangle equal in area to a given scalene triangle, and upon the same base.
8	9. If two straight lines, AB and CD, cut each other in the point F, and AD, DB, BC be joined, and the triangle CBD be equal to the triangle ABD, then shall the straight line drawn through F, parallel to BD and terminated by the lines CB and AD, be bisected in F.
8	10. Let BCD be a triangle, and F any point in BC. Construct a triangle equal in area to the given triangle, with FC for one of its sides and the angle at C for one of its angles.
8	11. The squares on two sides of a triangle are together equal to twice the square on half the remaining side and twice the square on the straight line drawn from the point of bisection to the opposite angle.

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1878.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 13).

COMPOSITION.

TIME—ONE HOUR AND A QUARTER.

Examiner—JAMES HUGHES.

NOTE.—*The minimum required for pass is 20 per cent. of the marks on each paper, and 40 per cent. of the marks in each group.*

Candidates may select any of the following subjects:—

1. The Future of Canada.
2. Indian Summer.
3. Marathon.
4. Method in Study.

The value of this paper is 75. The Examiners, when valuing the composition, will take into consideration, among other things,

The formation of sentences,
The purity of the language employed,
The grammar,
The punctuation,
The spelling and the use of capitals.

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1878.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 14.)

CHEMISTRY.

TIME—ONE HOUR AND A HALF.

Examiner—J. C. GLASHAN.

NOTE.—*The minimum required for pass is 20 per cent. of the marks on each paper, and 40 per cent. of the marks in each group.*

Values.	
5	1. State the laws of combining proportions.
10	In one ounce of each of the following gases what weight of each element would there be :—Carbon monoxide, carbon dioxide, marsh gas ($C H_4$), olefiant gas ($C_2 H_4$), acetylene ($C_2 H_2$)?
5	What would be the volume of an ounce of carbon dioxide if, at the same temperature and pressure, 50 cubic inches of hydrogen weigh one grain ?
5, 5	2. Describe a method of preparing hydrogen. Write in symbols the reaction occurring.
8	By what experiments could the most important properties of hydrogen be exhibited ?
5	3. By what experiments could air be shown to be a mechanical mixture of two gases, oxygen and nitrogen ?
5	Give the names and symbols of the chief compounds of oxygen and nitrogen.
5, 7	Write in symbols the reaction that occurs in the preparation of nitric acid from nitre, and calculate the weight of commercial nitric acid ($2HNO_3$, $3H_2O$) that 337 oz. of nitre are capable of yielding. (K=39.1).
3	4. Name the allotropic forms of carbon.
6	In preparing carbon monoxide from oxalic acid a mixture of carbon monoxide and carbon doxide is obtained ; how can the carbon dioxide be removed ?

[OVER.

Values.	
5	5. Describe a method of preparing and collecting
5	chlorine. Represent the reaction by an equation.
5	What are the principal properties of chlorine?
5	6. Describe the preparation of sulphuric acid.
7	How many gallons of oil of vitriol (specific gravity 1.85) could be obtained from 111 lbs. of sulphur, a gallon of water weighing 10 lbs?
7	You are given two bottles, one containing sulphuric acid, the other containing nitric acid, how could you determine which held the sulphuric acid?
7	7. Describe the structure of the flame of a candle.

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1878.

SECOND CLASS TEACHERS AND INTERMEDIATE.

(No. 15.)

BOOK-KEEPING.

TIME—ONE HOUR AND A QUARTER.

Examiner—JOHN J. TILLEY.

NOTE.—*The minimum required to pass is* 20 *per cent. of the marks on each paper, and* 40 *per cent. of the marks in each group.*

Values.	
8	1. Define Bills Payable, Interest, Draft, Days of Grace.
8	2. What is a Trial Balance? When the Dr. and Cr. columns are equal are the Ledger accounts necessarily correct? Give reason for your answer.
6	3. Define Cash Account, Stock Account, Loss and Gain Account.
	4. Give John Brown's Journal entries for the following:—May 1st, 1876. John Brown's Ledger shows the following Resources and Liabilities:—Real Estate, $1000; Mdse. on hand, $600; Bank account shows balance to his credit, $200; He holds a note against James Muir to the amount of $250; John Smith's account shows a balance of $600 in favour of John Smith. His Blotter contains the following entries:—
35	2nd—Paid, for rent, $120; and sold mdse., for cash, $80. 3rd—Sold George Wilson $1000 worth of mdse., and received in payment cheque on Bank $600, Cash $100, balance to remain on account. 4th—Bought mdse. from A.B., and gave him cheque on Bank in full for $500. 5th—Paid John Smith cash, on account, $450. 6th—

[OVER.

Values.

Brown received George Wilson's note at 3 mos. for the balance of Wilson's account, and deposited the note in the Bank. 8th—Drew from the Bank, cash, $800, with which bought mdse. $200, lent A. Jones $100 of it, and with balance bought a note against John Smith, face of note $550.

8 5. Write out the cheque received from Wilson on the 3rd, and the note given by Wilson on the 6th, making the note negotiable.

15 6. Post the following accounts in the above (4)—Mdse., Cash, George Wilson.